



Success is peace of mind which is a direct result of self-satisfaction in knowing you did your best to become the best you are capable of becoming.” -John Wooden, legendary basketball coach

Why Instructional Coaches?

Coaches work with all staff members in the school, providing support to ensure that instruction meets the diverse needs of learners, so all students can demonstrate their learning and achievement.



INSTRUCTIONAL COACHES:

Charlottesville High and Lugo-McGinness Academy
Carly Nicholson and Cathi Shefski

Buford Middle School and Lugo-McGinness Academy
Annie Evans and Carolyn Swift

Walker Upper Elementary
Stacy Reedal

Burnley-Moran Elementary
Alisha Demchak

Clark Elementary
Linda Butts

Greenbrier Elementary
Luella Anderson

Jackson-Via Elementary
Dina Fricke

Johnson Elementary
Ashley FitzGerald

Venable Elementary
Paula Culver-Dickinson

Instructional Coaching in Charlottesville City Schools:

Coaching all teachers to empower all students.



COACHING SUPPORT STRATEGIES:

- LISTENING
- Helping teachers plan instructional units
- Co-teaching a lesson
- Working with teams of teachers on projects
- Visiting classrooms and holding reflective conversations with teachers
- Examining data with teachers and planning accordingly
- Modeling a lesson
- Helping to analyze student work
- Exploring curriculum
- Providing professional development and in-class follow-up support

At Charlottesville City Schools, the instructional coaches will provide support, training, and coaching to build school and teacher capacity, improving student learning and achievement.

Roles of Instructional Coaches

There are many roles for our instructional coaches:

DATA COACH: Assist teachers in understanding and analyzing data.

CLASSROOM SUPPORTER: Increase the effectiveness of classroom instruction by modeling, co-teaching, and observing.

LEARNING FACILITATOR: Coordinate a wide range of learning opportunities to develop the knowledge, aptitude, and skills of teachers.

INSTRUCTIONAL SPECIALIST: Provide teachers with skills to align instruction with standards.

CURRICULUM SPECIALIST: Ensure implementation of adopted curriculum.

LEARNER: Keep current with best practices and model self-reflection.

CHANGE CATALYST: Create disequilibrium with the current state to explore alternatives to current practices.

SCHOOL LEADER: Work collaboratively to plan, implement, and assess school change initiatives.

RESOURCE PROVIDER: Expand teachers' use of a variety of resources to improve instruction.



COACHING IS NOT:

- Evaluating teachers
- Providing information to be used in evaluations
- Serving as a substitute teacher
- Serving as the Principal's designee
- Taking primary responsibility for instructing a specific group of students
- Performing clerical duties outside the primary job performance criteria
- Disciplining students in an administrative capacity

CCS Coaching Team (L-R): Dina Fricke, Stacy Reedal, Ashley FitzGerald, Paula Culver-Dickinson, Cathi Shefski, Alisha Demchak, Carly Nicholson, Linda Butts, Carolyn Swift, Annie Evans, and Luella Anderson.